

Mont Harmon Junior High School 60 West 400 North

60 west 400 North Price, Utah 84501

March 28-29, 2007



Utah State Office of Education 250 East 500 South P.O. Box 144200 Salt Lake City, Utah 84114-4200

THE REPORT OF THE VISITING TEAM REVIEWING

Mont Harmon Junior High School 60 West 400 North Price, Utah 84501

March 28-29, 2007

UTAH STATE OFFICE OF EDUCATION

Patti Harrington, Ed.D.
State Superintendent of Public Instruction

DIVISION OF STUDENT ACHIEVEMENT AND SCHOOL SUCCESS

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FOREWORD

The major purpose of the accreditation process is to stimulate school growth and improvement so as to increase student achievement.

In these efforts, the school staff makes a comprehensive evaluation of the school's programs, operations, and results. The school determines how actual practices align to stated objectives and resulting outcomes. It is a three-phased evaluation: (1) self-evaluation, (2) on-site evaluation by an external team of educators, and (3) implementation using units of the evaluation to improve the school by effecting thoughtful change.

The evaluation, March 28-29, 2007, was conducted because of the school's desire to ensure quality education for all students in the school, and to increase student achievement.

The entire staff of Mont Harmon Junior High School is commended for the time and effort devoted to studying and evaluating the various facets of the total program and to preparing the materials used by the Visiting Team. The excellent leadership given by Principal Kerry Jensen is also commended.

The staff and administration are congratulated for their desire for excellence at Mont Harmon Junior High School, and also for the professional attitude of all members of the group, which made it possible for them to see areas of weakness and strength and to suggest procedures for bringing about improvements.

While these recommendations may be used to solicit financial support to acquire some of the materials, equipment, and services needed to carry out a more effective program, it is even more important that the faculty and administration utilize them as they continue to evaluate and modify course offerings and administrative and classroom procedures to more dramatically increase student achievement at Mont Harmon Junior High School.

Patti Harrington, Ed.D. State Superintendent of Public Instruction

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MONT HARMON JUNIOR HIGH SCHOOL

ADMINISTRATION AND STAFF

School Administration

Kerry Jensen.	Principal
	Assistant Principal
	Counseling
	Counselor
Iames Dart	Counselor

Support Staff

Cindy Basso	Ilene Cunningham	Jerald Schade
Linda Bergamo	Nona Fonnsbeck	Valerie Shannon
Louann Birch	Yoana Gonzalez	Shirley Stansfield
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Janis Blake	Traci Harmond	Ina Smith
Mark Carrillo	Ryan Hepworth	LeRae Stuart
Joe Cha	Vale Himonas	Joyce Thayer
Vera Clark	Lisa Holliday	Wes Thompson
Patrick Clifford	Steve Hoyt	•
Vern Curtis	Suzanne Jensen	

MONT HARMON JUNIOR HIGH SCHOOL

MISSION STATEMENT

"We at Mont Harmon Junior High School will be highly qualified in our fields, teach the state core and national standards, use a variety of assessments, and provide social and academic interventions."

BELIEF STATEMENTS

Mont Harmon Junior High is committed to providing many and various opportunities for personal growth. This commitment is based on the following beliefs:

- 1. Effective communication is essential.
- 2. Faculty and staff should communicate to parents and community.
- 3. Students are capable of being respectful to themselves and others.
- 4. Teachers demonstrate respect by modeling it in classroom management.
- 5. Students should demonstrate personal and social responsibility for their own behavior.
- 6. When faculty and staff model appropriate behaviors, students will respond in kind.
- 7. Students will learn and benefit from meaningful community service.
- 8. Junior High students will respond favorably to a variety of positive reinforcers.
- 9. All students are capable of learning.
- 10. Students learn in different ways, therefore, different teaching strategies will be used.
- 11. All students should accept responsibility for their own actions/choices.
- 12. Learning takes place in a controlled and organized learning environment where responsibility is stressed.
- 13. Students are responsible for own learning.
- 14. Responsibility will create more responsible citizens.
- 15. Students can learn and follow school policy.
- 16. Consistent school policy creates more individual student responsibility.
- 17. Students deserve a safe supportive environment.
- 18. Students can engage in academic preparedness by being competitive in areas of specific academic excellence by displaying integrity.

MEMBERS OF THE VISITING TEAM

Ben Lems, Mount Jordan Middle School, Jordan School District, Visiting Team Chairperson

Glen Westbroek, Orem Junior High School, Alpine School District

Lisa Taylor, Roosevelt Junior High School, Duchesne School District

John R. Pruitt, Richfield High School, Sevier School District

VISITING TEAM REPORT

MONT HARMON JUNIOR HIGH SCHOOL

CHAPTER 1: SCHOOL PROFILE

Mont Harmon Junior High School was built in 1967 as a replacement for Price Junior High School, which had been built in 1912. The school is located in a predominately middle- to lower-middle-class residential neighborhood in the city of Price, Utah. The school serves 582 students and has a minority population of approximately 15.5 percent, most of whom are Hispanic. Forty-five percent of students are eligible for free or reduced-price lunch. The staff is highly qualified and experienced. Thirteen of the 38 staff members have advanced degrees, and 28 have taught more than 10 years.

The school has experienced a lot of of administrative turnover in the past five to ten years. The school has had four new principals in the past five years, and seven in the last ten years. The school has also experienced changes in the makeup of its student population. In 2002 seventh grade was added to Mont Harmon Junior High School; in 2005 East Carbon High School was closed, and that school's ninth grade students and several teachers were transferred to Mont Harmon.

The physical structure of Mont Harmon Junior High School has also seen many changes within the last five years. A new addition with two classroom wings, an enlarged cafeteria, and a student lounge referred to as the commons area has been added.

a) What significant findings were revealed by the school's analysis of its profile?

The profile is incomplete in that it does not show the many positive things that are happening at Mont Harmon Junior High School. The great things that are being done—such as the MESA club and the Breakfast Book club, to name a few—should be shown and applauded.

The testing data is not disaggregated in such a way as to indicate who is learning and who is not learning.

There is minimal community involvement. The self-study process needs to be a community effort.

Focus groups need to be organized and used.

Department members need to use the suggested NSSE essential questions in analyzing their departments. Collaboration between departments would enhance the growth of the school.

b) What modifications to the school profile should the school consider for the future?

The belief statements need to be revised to reflect the basic beliefs of Mont Harmon Junior High School.

The desired results for student learning (DRSLs) need to be revisited and designed as outcomes. In addition, they need to be adopted by consensus of all stakeholders (i.e. staff, students, parents, community).

Care should be taken to ensure that results from surveys are a true representation of the target population.

Suggested Areas for Further Inquiry:

- Data needs to be disaggregated in order to be useful to all concerned.
- Surveys need to be more complete and reach more of the population. This data then needs to be used in designing the outcomes expected of students.
- Action plans and DRSLs need to be measurable, and individual responsibility needs to be more clearly delineated. This should involve the entire staff.

CHAPTER 2: THE SELF-STUDY PROCESS

a) To what extent has the school community engaged in a collaborative self-study process on behalf of students?

Only a minimal effort has been made, up to this point, to engage the entire school community in a collaborative self-study process. The self-study process was completed primarily by staff members. A good start has been made, and now that a direction has been defined all stakeholders, including part-time staff members, need to be involved. Stakeholders include students, teachers, support staff, members, administrators, parents, and community members.

b) To what extent does the school's self-study accurately reflect the school's current strengths and limitations?

Given the rich history of Mont Harmon Junior High School, the school's strengths are not being celebrated nearly enough. The limitations can be minimized through collaboration among all stakeholders.

CHAPTER 3: INSTRUCTIONAL AND ORGANIZATIONAL EFFECTIVENESS

Mont Harmon Junior High School's desired results for student learning (DRSLs) are as follows:

- 1. Integrity: Students will demonstrate personal and social responsibility for their behavior and work.
- 2. Effective Communication Skills: Communication skills are essential to successful performance in the workplace, society, and interpersonal relationships. Mont Harmon Junior High will challenge students to learn and use techniques to communicate clearly and use modern technology appropriately.
- 3. Respect: Students of Mont Harmon Junior High School will follow established rules within the school and in classes by following the policies of attendance, preparedness, quality of work, dress code, and showing concern and empathy for others.
- 4. Responsibility: Increase student responsibility.

Shared Vision, Beliefs, Mission, and Goals:

- a) To what extent did the school facilitate a collaborative process to build a shared vision for the school (mission) that defines a compelling purpose and direction for the school?
 - Although the process is in its infancy, the stakeholders of Mont Harmon Junior High School are actively trying to work together in a collaborative way to meet the needs of the entire school community. In spite of the administrative changes that have been made over the past several years, the staff is still actively pursuing a positive direction for the school.
- b) To what extent has the school defined a set of beliefs that reflect the commitment of the administration and staff to support student achievement and success?
 - The beliefs are a work in progress. They are actively being worked on and revised to fit the needs of the school. The school community's members are involved as much as possible to make this happen. They are coming together nicely and are involving more patrons all the time.

c) To what extent do the school's mission and beliefs align to support the school's desired results for student learning (DRSLs)?

It is evident that a great deal of effort has been put into the development of the DRSLs. The DRSLs are in line with the school's mission and belief statements. The Visiting Team recommends that the DRSLs be revisited and rewritten in such a way as to make them more measurable.

Curriculum Development:

a) To what extent does the staff work collaboratively to ensure the curriculum is based on clearly defined standards and the Utah Core Curriculum (with inclusion of the Utah Life Skills)?

Classes are being conducted according to the Utah Core Curriculum. It is apparent that collaboration within departments is taking place in the vast majority of curriculum areas with regard to the Utah Core Curriculum. Some cross-curricular collaboration is occurring through reading and writing strategies that are being used in virtually every subject area.

b) To what extent does the teaching staff work collaboratively to support the development of a curriculum that focuses on the school's desired results for student learning?

The interdepartmental collaboration is building. DRSLs and action plans for each department help maintain this collaboration.

Quality Instructional Design:

a) To what extent does the professional staff design and implement a variety of learning experiences that actively engage students?

The Visiting Team commends Mont Harmon Junior High for its excellence in teaching. Throughout the visit, the Visiting Team teachers involved in best teaching practices in classroom after classroom. Besides traditional classroom practices such as direct instruction, worksheets, tests, and quizzes, students were also engaged in oral presentations, cooperative learning groups, research projects, journals, think-pair-share, and many inquiry-based learning activities.

In every classroom visited by the Visiting Team, students were actively engaged in the learning process. Technology is widely used at Mont Harmon Junior High School. Throughout the visit, the media center's computers were constantly in use for a variety of purposes, including research projects. Many teachers use Smart Boards and projectors to help engage students in the learning process.

b) To what extent does the professional staff employ a variety of instructional strategies to ensure the needs of different learners are met?

The teaching staff at Mont Harmon Junior High School needs to be commended for the great things that are happening in classrooms. Students are engaged and excited to learn. Teachers understand the cognitive and emotional needs of students at the junior high level and work diligently to incorporate lessons and activities that engage students in their schoolwork.

The needs of students in the advanced levels are being met through the pre-AP classes and advanced level classes offered in the core subject areas. The needs of special education students are being met through excellent teachers and programs that truly work under the belief that all students can learn and contribute.

Although the needs of both advanced and lower-ability students are being met, the Visiting Team recommends that Mont Harmon Junior High School focus its efforts on meeting the needs of the vast majority of students in the middle. Further academic and extracurricular activities need to be added not only to create a net so that students do not fall through the cracks, but to also keep students on the right track in the first place. One step in the right direction would be for the school to celebrate student achievement within programs that are already in place. These programs include athletics, clubs, and other organizations. Assemblies, pep rallies, bulletin boards, a school newsletter, a report of school happenings in the local newspaper, rewards, and other incentives are some ways in which Mont Harmon Junior High School could accomplish this celebration.

c) To what extent do the professional staff and leadership provide additional opportunities which support student learning?

Several programs are in place to help students with learning opportunities outside the classroom. This includes the Zero Hour program for students who have failed classes. Gear Up! is another exceptional program for students of lower socioeconomic status who have the potential to be college bound. Every Friday there is a book read/share program that is gaining in popularity. Students consistently commented that teachers are readily available before and after school to provide tutoring and other academic help. School counselors are also available and helpful as a resource for both academic and non-academic needs.

While programs are helpful, caring staff members play an essential part in furthering student learning. Students must feel safe and secure in their learning environment in order for true learning to take place. Many students and staff members expressed to the Visiting Team their concern over bullies, drugs, fighting, swearing, public display of affection, vandalism, and graffiti, to the point where concern for personal safety takes precedence over classroom learning for many students the Visiting Team spoke with. Both students and staff expressed a

need for timely, forceful consequences for students who are not respectful toward students, staff members, or the school building, especially during passing periods, before and after school, and during lunch. The Visiting Team recommends that Mont Harmon make it a priority to develop a school plan to deal with these issues that includes a reward system to promote good behavior as well as consequences for students who choose to violate the policies. Possibly a partnership could be developed with the police department so that the police can be more visible in the school—not only when there has been a problem, but at other times as well. Consistency and constancy in enforcing the policy dealing with these issues is key for successful change in the school environment.

Quality Assessment Systems:

a) To what extent has the staff developed classroom or school-wide assessments based on clearly articulated expectations for student achievement?

The Visiting Team noted that the self-study puts a great deal of focus on Criterion-Referenced Test (CRT) results. From discussions with the faculty, it appears that school-wide assessments are focused on the state CRT and national standardized assessments. Because of the delay in obtaining this data, it appears that many teachers have developed their own assessments to determine student acquisition of knowledge and skills.

School-wide expectations and assessments related to the desired results for student learning were not articulated in the self-study. The Visiting Team encourages the staff to articulate specific expectations from the core and DRSLs to be used in assessing student achievement.

b) To what extent are assessments of student learning developed using methods that reflect the intended purpose and performance standards?

The Mont Harmon Junior High School staff uses traditional formal assessments in the form of tests and quizzes to evaluate student learning. Other assessment methods are also utilized, such as pre- and post-testing, group presentations, journals, and various projects. The faculty should be commended for the variety of assessment methods used to determine student understanding of instructed material. In addition, teachers utilize open-ended questions to check student understanding. The Visiting Team observed many informal assessments. The type of informal assessment varied by class, but included asking individual students to respond with answers, giving "a thumbs up" if students understood the material, choral responses, and student interviews. The mission statement's phrase "use a variety of assessments" appears to be a part of school culture.

The Mont Harmon Junior High School staff seems motivated to improve the understanding of core material by individual students. Students were observed

doing practice UTIPS tests that are similar in nature to the Utah CRT tests. Several teachers use data from pre- and post-tests to determine which students are learning the material and are thus better prepared for the CRT test. This illustrates how adjustment of instruction can be used to remedy the deficiencies of individual students. The Visiting Team encourages collaboration among and between departments to concisely identify performance standards and tie appropriate assessments to those standards.

The state school-wide assessments (ITBS and CRTs) are given for three clearly articulated purposes: to evaluate student learning and adjust instruction to meet the needs of students, to identify strengths and deficits, and to evaluate progress toward Comprehensive School Improvement Plan goals. The Visiting Team recommends disaggregating school-wide assessment data so stakeholders have a better understanding of who is learning and who is not.

c) To what extent are assessments designed, developed, and used in a fair and equitable manner?

Teachers seem motivated and committed to the use of fair and equitable assessments of student learning. The Visiting Team noted that many faculty members provide extra time for students to turn in late assignments, indicating that a focus on learning the material is important in each of these classes. The Visiting Team commends the departments and individual teachers who disaggregate data from pre- and post-tests to determine the improvement level of individual students. The Visiting Team also commends the school for its efforts to continually find fair and equitable methods to assess student achievement.

Leadership for School Improvement:

a) To what extent does the school leadership promote quality instruction by fostering an academic learning climate and actively supporting teaching and learning?

Both the principal and assistant principal are new to the school this year. Due to frequent administrative turnover in the past few years, staff members are cautious when turning to the administration for support. The administration understands the challenge of building trust and is working to establish stability and unity among staff members.

The leadership team at Mont Harmon Junior High School recognizes the need for continuous improvement of the school's academic learning climate and teaching practices, and maintains a constant and steady focus on improving academic success for all students.

The Visiting Team encourages the leadership team at Mont Harmon Junior High School to continue to promote research-based best practices in their continuing effort to promote academic excellence.

b) To what extent does the school leadership employ effective decision making that is data-driven, research-based, and collaborative?

The lack of disaggregated data limits the school's ability to make informed, datadriven decisions. Although data is limited, the administration is cognizant of the need to collect pertinent information to improve the decision-making process and monitor school improvement efforts.

The Visiting Team recommends that the school use a collaborative model to share data and base decisions on best practices, current research, disaggregated data, and input from all stakeholders.

- c) To what extent does the school leadership monitor progress in student achievement and instructional effectiveness through a comprehensive assessment system and continuous reflection?
 - CRT, ITBS, AYP, and UPASS results are the primary indicators of student achievement used by the school. These results are reviewed at the beginning of the school year by the staff. Results from the CRT are used to drive the curriculum on a limited basis by a few teachers. The Visiting Team recommends that the school adopt a variety of school-wide assessment practices to ensure that all aspects of a student's progress are taken into consideration.
- d) To what extent does the school leadership provide skillful stewardship by ensuring management of the organization, operations, and resources of the school for a safe, efficient, and effective learning environment?
 - School-wide policies and operational procedures are consistent with the school's beliefs and mission, and are designed to support student learning.
- e) To what extent does the school leadership make decisions related to the allocation and use of resources which align with the school goals, the achievement of the DRSLs, and school improvement efforts?

Mont Harmon Junior High School is in the initial stages of implementing and refining its desired results for student learning, establishing school goals, and identifying appropriate action steps. The school leadership is committed to putting into place a process for ensuring the allocation and use of resources that are aligned with the school goals and the achievement of the DRSLs.

f) To what extent does the school leadership empower the school community and encourage commitment, participation, collaboration, and shared responsibility for student learning?

With the exception of the School Community Council, the community in general has had very little involvement in the decision-making process effecting student learning. Mont Harman Junior High School is in the process of reorganizing the PTA, which has not had a presence at the school for several years. The Visiting Team recommends that the leadership team cultivate a collaborative community of parents, students, and faculty and staff members who model the school's efforts to establish a learning environment for students in the classroom.

Community Building:

a) To what extent does the school foster community building and working relationships within the school?

The Visiting Team notes that work has been done in several departments to foster a community feeling. The self-study verified the outstanding efforts made by the staff to meet the challenges associated with changes in staffing. Efforts have been made to provide student activities, including Honor Roll activities, various student clubs, sports teams, and Gear Up! (Discussions with stakeholders indicate that some activities have stopped because they did not have a person in charge.) Parents and students indicated that teachers are quick to respond to telephone calls and e-mails. The Visiting Team commends Mont Harmon Junior High School for its efforts to communicate with parents and students. The Visiting Team also encourages the staff to designate a responsible individual for each student activity to ensure the activities' success.

b) To what extent does the school extend the school community through collaborative networks that support student learning?

Parent members of the School Community Council enjoy the opportunity to be a part of the school. The staff and parents are excited to bring the PTA back to the school after an absence of several years. Discussions with faculty members indicated that the local newspaper and radio station are willing to share school news with the community. The Visiting Team encourages continuing efforts to provide this service. One DRSL action plan includes increasing the number of parent-teacher conferences to four each year. Another DRSL action plan includes more communication through the use of the school newsletters and website. The Visiting Team encourages the school to help develop a community feeling among students so they will want to be in the building.

<u>Culture of Continuous Improvement and Learning:</u>

a) To what extent does the school build skills and the capacity for improvement through comprehensive and ongoing professional development programs focused on the school's goals for improvement?

The Visiting Team commends Mont Harmon Junior High for its ongoing commitment to the Professional Learning Communities (PLC) program, and for the large number of teachers who are participating in the workshop this summer. The commitment to professional development is also evident through the use of House Bill 100 days.

The Visiting Team recommends that Mont Harmon Junior High School make professional development a priority and provide opportunities and encouragement for teachers to model for students the concept of being lifelong learners. The Visiting Team recommends to the school and Carbon County School District that they invest in quality teaching by creating avenues for development through both in-school and in-district workshops and programs, and also provide financial resources for teachers to learn and grow as professionals.

b) To what extent does the school create conditions that support productive change and continuous improvement?

Over the last several years, Mont Harmon Junior High School has been in the midst of continual upheaval on both the school and the district levels. Because of these conditions, the atmosphere of trust, productive change, and continuous improvement has deteriorated to the point that faculty, staff, and students are working in survival mode. The reality of this atmosphere of having been beaten down is quite evident to the Visiting Team.

Because of the frequent administration changes, productive change and continuous improvement have been started and halted so many times that there is an atmosphere of apathy and disconnectedness among some of the faculty members. While it is obvious that the teachers and staff truly care and are dedicated to the students, the atmosphere among themselves is not conducive to sustained change and improvement.

It is also very evident to the Visiting Team that the accreditation process has involved very few parents and community leaders, no students, and a limited number of faculty and staff members.

In order for effective change to occur, Mont Harmon Junior High School must develop cohesiveness among the faculty and staff to bridge the gulfs that are occurring on many levels throughout the school. In order for this to occur, there needs to be constancy with the administration of the school. Trust and teambuilding cannot occur if there is frequent change in the administration.

The Visiting Team also recommends that the school make it a priority to find a way to meet together as a whole faculty (including full- and part-time teachers, administrators, and counselors) on a regular basis. One of the items to be addressed during this time is the accreditation process, so that all staff members of Mont Harmon Junior High have a voice in the process and can be part of the plan to move the school forward.

Focus groups need to be formed to address the seven NSSE focus areas. Each focus group should include members from each of the following areas: administration (which includes counseling), full-time teachers, part-time teachers, secretaries, aides, custodians, lunch workers, students, parents, and community and business leaders.

The faculty survey that is included in the self-study should be revisited to include feedback from more than 19 of the 66 faculty and staff members. Furthermore, the parental surveys need to be given to a greater number of parents in a more random manner. A student survey also needs to be developed and given to students. The data from these instruments can then be used to more clearly see where the school needs improvement, so that the DRSLs and the action plan can be made to align with the needs of the school.

With the high level of concern about a safe school environment among the students and faculty, a concerted effort must be made to change the atmosphere and climate of the school so that students will feel safe, enabling them to learn and improve. This must be done as a whole-staff effort—a plan must be created and then implemented by the entire staff of Mont Harmon Junior High. Once ownership of the plan is in place, the staff must then work as a whole to provide serious and swift consequences for misbehavior, so that students know what is appropriate and expected at Mont Harmon Junior High School. In order for this to be successful, all administrators, faculty members, and staff members must be committed to ensuring the implementation of the plan and being active participants in it.

CHAPTER 4: NORTHWEST ASSOCIATION OF ACCREDITED SCHOOLS (NAAS) STANDARDS

Most Utah public junior high /middle schools are not accredited through NAAS, only by the USOE – it is their choice to join NAAS or not.

CHAPTER 5: SCHOOL IMPROVEMENT EFFORTS – ACTION PLAN

a) To what extent is the school-wide action plan adequate in addressing the critical areas for follow-up?

There is no school-wide action plan. Each department has developed its own action plan. There is some anxiety among the teaching staff as to whether or not they will be supported in their departmental action plans, due primarily to the frequent turnover of administrators in the past few years. The Visiting Team recommends that the school examine its mission statement, belief statements, and desired results for student learning in connection with their departmental and organizational analyses, and develop two or three school-wide action plans that will further their efforts to have all students learn and develop to their full capacity.

b) To what extent is there sufficient commitment to the action plan, school-wide and system-wide?

The staff of Mont Harmon Junior High School is committed to improving the school environment and increasing student achievement. The Visiting Team recommends that the school involve all stakeholders in developing a comprehensive school profile, including disaggregated data, department and focus group analysis, and school-wide action plans. Stakeholders who should be involved in this process include administrators, teachers, support staff members, students, parents, community leaders, and businesses.

c) How sound does the follow-up process that the school intends to use for monitoring the accomplishments of the school-wide action plan appear to be?

The staff is hopeful that the self-study process will continue. There appears to be a desire on the part of both the leadership team and the staff to come to consensus on a direction for the school that will lead to improved student achievement. In view of the frequent turnover in administration in recent years, the Visiting Team encourages the district to provide stability for the administrative team, which will help build trust among the staff.

CHAPTER 6: MAJOR COMMENDATIONS AND RECOMMENDATIONS OF THE VISITING TEAM

Commendations:

- The staff at Mont Harmon Junior High school is incredibly talented. Teachers are dedicated and caring as evidenced, by the amount of time given to assuring success for students.
- The Visiting Team commends the faculty and staff of Mont Harmon Junior High School for their mission statement. It accurately reflects the commitment of the faculty and staff to the students.
- The self-study profile reflects a good effort in a short period of time and gives Mont Harmon Junior High School a great start toward evaluating programs and achieving goals.
- The Visiting Team commends the school for its efforts to explore ways to better communicate with parents and the community. These efforts include the development of a school newsletter, the re-emergence of the PTA, and the possible expansion of parent-teacher conferences to four times per year.
- The Visiting Team commends the teachers of Mont Harmon Junior High School for the variety of instructional methods and assessments used in the classrooms, including the use of technology.

Recommendations:

- The Visiting Team recommends that the school organize focus groups for each of
 the seven school-wide indicators of school growth, as outlined in the NSSE
 rubric. Theses focus groups should include representatives from all stakeholder
 groups, including teachers, support staff, students, parents, and community
 leaders.
- The Visiting Team recommends that the school revisit the belief statements and simplify them into the five or six most basic beliefs agreed to by all stakeholders (students, staff, parents, and community).
- The Visiting Team recommends that the school revisit the DRSLs and state them in a more measurable form. The Visiting Team further recommends that the staff incorporate the DRSLs in the curriculum by explicitly including a reference to one or more of the DRSLs in each lesson plan.

- The Visiting Team recommends that the school develop two or three school-wide action plans based on the departmental and focus group analysis and aligned with the school's mission and belief statements.
- The Visiting Team recommends that the school find creative ways to celebrate staff and student successes. These successes should be shared with the community through announcements, newsletter and newspaper articles, radio, and other available means.